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Promotion and protection of human rights: human rights questions, including alternative approaches for improving the effective enjoyment of human rights and fundamental freedoms

Follow-up to the International Year of Human Rights Learning

Report of the Secretary-General

Summary

The present report is submitted in response to General Assembly resolution 64/82, concerning the follow-up to the International Year of Human Rights Learning, in which the Assembly requested the Secretary-General to submit to it at its sixty-sixth session a report on the implementation of the resolution.

The report provides information about initiatives undertaken at the international level during the period from August 2009 and June 2011 to advance human rights education and learning in follow-up to the International Year. It highlights activities carried out in the context of the World Programme for Human Rights Education and the drafting and adoption by the Human Rights Council of the United Nations Declaration on Human Rights Education and Training. The report concludes that United Nations initiatives, such as the World Programme, the United Nations Declaration and the International Year, contribute to increasing global awareness of human rights and the role of human rights education and learning as significant instruments in promoting and protecting human rights throughout the world.

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I. Introduction

1. By resolution 62/171, the General Assembly decided that the year commencing on 10 December 2008 should be proclaimed the International Year of Human Rights Learning, called upon Member States to intensify their efforts to promote human rights learning and education at the local, national and international levels and, to that end, encouraged cooperation at all levels and with all relevant stakeholders. By resolution 63/173, the Assembly urged Member States, in coordination with relevant stakeholders and with the support and collaboration of the United Nations High Commissioner for Human Rights and the Human Rights Council, to develop international strategies and/or regional, national and local plans of action aimed at broad-based and sustained human rights learning at all levels. The Assembly requested the Secretary-General to report to it on the implementation of both resolutions at its sixty-fourth session.

2. Accordingly, at its sixty-fourth session, the General Assembly had before it a report of the Secretary-General (A/64/293), which provided information on the initiatives undertaken up to August 2009 to achieve the objectives of the International Year. In resolution 64/82, the Assembly, acknowledging that civil society, academia, the private sector, the media and, where appropriate, parliamentarians could play an important role in the promotion and implementation of learning about human rights, encouraged action aimed at broad-based and sustained human rights learning at all levels by a variety of stakeholders. It called upon the High Commissioner and the Human Rights Council to support, cooperate and collaborate closely with civil society, the private sector, academia, regional organizations, the media and other relevant stakeholders, as well as with organizations, programmes and funds of the United Nations system, in efforts to develop, in particular, the design of strategies and international, regional, national and local programmes of action aimed at such learning. In the same resolution, the Assembly requested the Secretary-General to submit to it at its sixty-sixth session a report on the implementation of the resolution.

3. The present report covers the period from August 2009 to June 2011 and describes human rights education, training and learning initiatives undertaken in follow-up to the International Year, which were facilitated by the Office of the United Nations High Commissioner for Human Rights (OHCHR), particularly in the context of the World Programme for Human Rights Education (2005-ongoing), as well as the standard-setting efforts of the Human Rights Council with relation to the United Nations Declaration on Human Rights Education and Training.

II. World Programme for Human Rights Education (2005-ongoing)

A. Global coordination of the World Programme

4. The World Programme for Human Rights Education was proclaimed by the General Assembly in its resolution 59/113 A as an ongoing global initiative, structured in consecutive phases which were scheduled to begin on 1 January 2005. In accordance with the plan of action adopted by the Assembly in resolution 59/113 B (see A/59/525/Rev.1), the first phase (2005-2007) was focused on the

integration of human rights education into primary and secondary school systems. Subsequently, by resolution 6/24, the Human Rights Council extended the first phase of the plan for two more years, until December 2009.

5. The second phase (2010-2014) of the World Programme is focused on human rights education in higher education and on human rights training for teachers and educators, civil servants, law enforcement officials and military personnel. The related plan of action (see A/HRC/15/28) was adopted by the Human Rights Council in resolution 15/11.

6. During the reporting period, OHCHR continued to promote the plans of action for the first and second phases and to assist Member States in their implementation at the national level. OHCHR frequently interacted with a wide range of actors, such as Governments, United Nations entities and other intergovernmental organizations, as well as civil society, it provided information, publications, advice and other support and it participated in relevant events.

B. Evaluation of the implementation of the plan of action for the first phase (2005-2009)

7. During the period from August 2009 to mid-2010, OHCHR continued to provide the secretariat for the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System, which had been established in September 2006 in the context of the World Programme's first phase with the aim of facilitating coordinated United Nations support for the national implementation of human rights education in primary and secondary school systems.[1]

8. During the period between the last quarter of 2009 and mid-2010, the Coordinating Committee carried out the final evaluation of national implementation of the first phase (2005-2009) of the World Programme, in accordance with Human Rights Council resolution 12/4. The Coordinating Committee held its seventh and final meeting on 3 December 2009 when it discussed in particular the evaluation methodology and agreed on an evaluation questionnaire developed for that purpose.

9. The final evaluation report (A/65/322), elaborated on the basis of 76 national reports, was submitted to the General Assembly at its sixty-fifth session. According to the report, Member States had taken some measures to integrate human rights education in their school systems; particularly notable progress had been made in making human rights education part of national curricula. A number of national initiatives were reported, in terms of policy and action to foster a culture of respect for human rights in daily school life. The report identified certain gaps in implementation, which suggested the need for a more comprehensive and systematic approach at the national level. Accordingly, Member States were encouraged to

[1] The Coordinating Committee was composed of the following entities: International Labour Organization, OHCHR, Joint United Nations Programme on HIV/AIDS, United Nations Development Group, United Nations Development Programme, Department of Public Information, United Nations Educational, Scientific and Cultural Organization and its International Bureau of Education, United Nations Population Fund, Office of the United Nations High Commissioner for Refugees, United Nations Children's Fund, United Nations Relief and Works Agency for Palestine Refugees in the Near East and World Bank. The Council of Europe participated as an observer. More information about the Inter-Agency Committee is available from www2.ohchr.org/english/issues/education/training/UN-inter-agency.htm.

consolidate progress further by continuing implementation in line with the guidance provided by the plan of action.

10. The Office of the High Commissioner has been disseminating the findings of the final evaluation in its contacts with various human rights education stakeholders. The final evaluation report and individual national submissions are available for consultation on a dedicated web page, which also contains the national reports submitted by Governments after the finalization of the evaluation report.[2]

11. On 12 June 2010, the Coordinating Committee issued a third joint statement on the occasion of the World Day against Child Labour, urging Member States to further promote human rights education as a means of achieving the goal of eliminating the worst forms of child labour by 2016.[3]

12. The mandate of the Coordinating Committee expired with the conclusion of the first phase of the World Programme. OHCHR, however, continues to collaborate on a regular basis with other United Nations entities in the global promotion of human rights education.

C. Launch of the second phase (2010-2014) and adoption of the related plan of action

13. Pursuant to Human Rights Council resolution 10/3, the High Commissioner consulted with Member States, national human rights institutions and international and non-governmental organizations on the possible focus for the second phase of the World Programme. In August 2009, the findings of the consultation were presented to the Council (A/HRC/12/36). To stimulate discussions and facilitate the decision-making on the focus and length of the second phase, the Working Group on Human Rights Education and Learning of the Conference of Non-Governmental Organizations in Consultative Relationship with the United Nations (CONGO) convened in Geneva, on 18 September 2009, a panel which discussed the transition from the first to the second phase of the World Programme. Panellists included representatives of the sponsoring Government (Costa Rica), OHCHR, the Advisory Council on Human Rights of Morocco and two civil society organizations.

14. The Human Rights Council, by resolution 12/4, decided to focus the second phase (2010-2014) on higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel at all levels, and encouraged Member States that had not yet done so to incorporate human rights education in primary and secondary school systems. The Council requested OHCHR to prepare, in cooperation with relevant intergovernmental organizations, in particular the United Nations Educational, Scientific and Cultural Organization (UNESCO) and non-governmental actors, to consult States on and submit to it for consideration at its fifteenth session a plan of action for the second phase.

15. Accordingly, OHCHR, in consultation with UNESCO and other stakeholders, elaborated a draft plan of action for the second phase (see A/HRC/15/28). The draft

[2] See www2.ohchr.org/english/issues/education/training/evaluationWPHRE.htm.

[3] The full text of the statement is available from www2.ohchr.org/english/issues/education/training/joint_statements.htm.

plan, which was submitted to Governments for review and revised in the light of their comments, was adopted by the Council at its fifteenth session (resolution 15/11). During that session, the CONGO Working Group on Human Rights Education and Learning convened a discussion panel with the participation of OHCHR and sponsoring Governments, aimed at increasing awareness of the plan of action for the second phase and at promoting its implementation.

16. The plan of action for the second phase provides a general framework for action by Governments and substantive practical guidance for national implementation. It defines human rights education as "any learning, education, training and information efforts aimed at building a universal culture of human rights" (A/HRC/15/28, para. 3). It stresses that "all the components and processes of learning, including curricula, materials, methods and training, should be conducive to the learning of human rights" (A/HRC/15/28, para. 22 (a)) and it promotes the use of learner-centred methods and approaches, the active involvement of learners in learning processes, and the review and revision of teaching and learning materials to ensure that they conform to human rights principles (A/HRC/15/28, paras. 28 and 44).

17. Together with UNESCO, OHCHR is currently implementing dissemination strategies for the plan of action, targeting relevant human rights education stakeholders, including Governments, national human rights institutions, civil society organizations, higher education institutions and intergovernmental organizations.

18. In accordance with Council resolution 15/11, OHCHR will submit a progress report on the implementation of the World Programme to the Human Rights Council at its last session in 2012.

D. Activities aimed at information sharing

19. The Office of the High Commissioner has continued to raise awareness of human rights education initiatives at various levels through information sharing and networking activities.[4] OHCHR has maintained and further expanded the web pages[5] on the World Programme, which are available in English, French and Spanish. The pages contain, inter alia, information received from Governments on national initiatives related to human rights education in schools and on overall national plans and strategies for human rights education.

20. The Office of the High Commissioner has supported the documentation, collection and dissemination of good practices on human rights education at the regional level. A compendium of good practice was developed and published jointly in October 2009 by OHCHR, the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe, UNESCO and the Council of Europe. The publication, entitled *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of*

[4] More information on the activities is available from www2.ohchr.org/english/issues/education/training/index.htm.

[5] See www2.ohchr.org/english/issues/education/training/programme.htm.

Good Practice, is available in English and Russian, in print, as a CD and in an attractive electronic format.[6]

21. The Office has continued to develop and disseminate selected human rights training and education materials and methodologies based on good practice.[7] In March 2011, it published, jointly with EQUITAS-The International Centre for Human Rights Education, *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*,[8] which is aimed at supporting the rigorous, systematic and continuous evaluation of human rights training activities for adult learners with a view to maximizing and measuring training impact. The handbook, building on existing research and practice in educational evaluation, equips human rights educators with basic knowledge in evaluation and provides step-by-step guidance, including examples of tools and techniques that can be adapted to different contexts. Another methodological tool currently being finalized is a self-assessment guide for Governments on the integration of human rights education into the school system.

22. Two major resources developed by OHCHR are the Resource Collection on Human Rights Education and Training and the database on human rights education and training. The Resource Collection, a specialized section of the OHCHR library in Geneva, gathers more than 2,000 human rights education and training materials from around the world; more than 400 new acquisitions were added in the period under review.[9] The database is intended to facilitate the sharing of information in regard to learning programmes and educational institutions throughout the world,[10] and contains information on the programmes of over 1,100 human rights institution and 350 human rights training. The database has various functions which make it user-friendly and interactive. Most notably, a multiple search option allows users to carry out a customized search for institutions and programmes by programme or institution type, country and target group. New entries are added on a regular basis.

23. With a view to globally disseminating the Universal Declaration of Human Rights, OHCHR maintains an extensive collection of the Declaration in various languages and dialects, all available from the OHCHR website, and a collection of printed and other material. Both collections were initiated in the context of the United Nations Decade for Human Rights Education (1995-2004) and have grown steadily over the years. At present, the text of the Universal Declaration is available in over 375 national and local languages and dialects, and the collection of materials now comprises more than 350 items, such as printed materials, audio-visual resources and a broad range of commemorative items.

24. As part of its daily outreach activities, OHCHR has responded to human rights education queries from governmental and non-governmental entities, including academia, and provided related reference services and other guidance. OHCHR grants, publications, the participation of specialized OHCHR staff and other

[6] Available from www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx.

[7] OHCHR publications, including relevant electronic versions, are available from www.ohchr.org/EN/PublicationsResources/Pages/Publications.aspx.

[8] Available in English from http://equitas.org/en/popular/may-10-2011-publication-of-evaluating-human-rights-training-activities-a-handbook-for-human-rights-educators/. French and Spanish versions will be available in December and September 2011, respectively.

[9] The catalogue is available from www2.ohchr.org/english/issues/education/training/collection.htm.

[10] The database can be accessed at http://hre.ohchr.org/hret.

contributions have supported the international and regional human rights education activities organized by other actors.

25. The Council of Europe has initiated an international contact group on citizenship and human rights education to ensure close cooperation among regional and international initiatives in the field of citizenship and human rights education, including the sharing of information and the implementation of joint activities. Current members include the Council of Europe, the European Commission, the European Union Agency for Fundamental Rights, OHCHR, the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe and UNESCO. Cooperation with other regional organizations will be further explored.

26. National human rights institutions are key actors in human rights education and, during the twenty-third and twenty-fourth annual meetings of the International Coordinating Committee of National Institutions for the Promotion and Protection of Human Rights held in Geneva in 2010 and 2011, thematic sessions were convened on human rights education. At the twenty-third meeting, a panel discussion of developments in human rights education and training was held on 25 March 2010, with panellists representing the Human Rights Council Advisory Committee, the national human rights institution of Morocco and OHCHR. At the twenty-fourth meeting, a thematic panel discussion of national human rights institutions and human rights education and training was held on 18 May 2011. Panellists representing the national human rights institutions of Morocco, Ireland, El Salvador and India exchanged their experiences in promoting a human rights culture through human rights education and training.

E. Supporting national capacities and civil society initiatives

27. National capacities for human rights education and training have been supported through OHCHR field presences and headquarters. OHCHR has enhanced its efforts to strengthen national capacities for human rights training of military, police and other staff deployed to peacekeeping operations. It has also developed and implemented, in cooperation with the United Nations Institute for Training and Research (UNITAR), the OHCHR/UNITAR Human Rights Orientation Programme for Diplomats. The programme is aimed at enhancing understanding by governmental officials of OHCHR and the United Nations human rights protection system. Since 2009, programmes have been organized each year in Geneva and New York, and one has been held in Addis Ababa. Training courses on human rights monitoring methodologies for national human rights institutions were held in Djibouti, Ecuador, the United Republic of Tanzania and Thailand. The United Nations Training and Documentation Centre for South-West Asia and the Arab Region, located in Doha, focused in 2010 on establishing its presence in the region as a partner for building the human rights capacity of duty bearers and rights holders, and as a centre of excellence for learning, documentation and the exchange of positive practice. A human rights Masters programme, the first of its kind in the Russian Federation, has been established through a joint project of OHCHR, the European Inter-University Centre for Human Rights and Democratisation and the Russian University Consortium; OHCHR has also facilitated the creation of an inter-university resource centre for research on human rights issues and provided the centre with equipment.

28. A significant number of human rights training activities has been carried out by various OHCHR field presences. A non-exhaustive list of the activities[11] includes training on human rights monitoring during elections in Guinea and Uganda, human rights training for security forces in Togo and Sierra Leone, training for civil society on human rights advocacy in Côte d'Ivoire, and training for judicial actors in Darfur and the Democratic Republic of the Congo. In Cambodia, OHCHR supported the development of a comprehensive training plan for prison staff, which was subsequently approved by the Ministry of Interior. In Peru, a training course on indigenous people's rights was organized for judges and public prosecutors. In Nepal, workshops on monitoring economic, social and cultural rights were organized for local government officials, civil society organizations and community-based groups. Targeted training on the justiciability and domestic application of economic, social and cultural rights was provided to local actors in the West Africa region. In Haiti, OHCHR supported, through training on protection issues and by other means, the integration of internally displaced persons and, in particular, involvement of women's groups in the management of camps for internally displaced persons and the drawing up of protection strategies in their areas of residence. Workshops on the right to adequate housing were held in Serbia. In Timor-Leste, technical advice and training were provided to government officials and civil society organizations to strengthen national institutions and promote transitional justice.

29. With respect to training on United Nations human rights mechanisms, workshops on the universal periodic review process were organized in a number of regions and countries, including the Middle East, the Niger, Somalia, Myanmar, Honduras, Panama and the Bolivarian Republic of Venezuela. OHCHR also conducted training on the reporting and implementation of recommendations of United Nations treaty bodies. In 2010, a total of 12 capacity-building and training activities concerning the common core document and treaty-specific guidelines, reporting, individual communications and follow-up to recommendations were carried out with State parties, at their request, in Bahrain, Belarus, Cape Verde, China (Hong Kong SAR), Japan, Kazakhstan, the former Yugoslav Republic of Macedonia, Mexico, Peru, Qatar, Senegal and Turkmenistan.

30. The Assisting Communities Together (ACT) project is a joint initiative of OHCHR and the United Nations Development Programme (UNDP) in support of grass-roots human rights education initiatives in selected countries. Since its launch in 1998, the project has provided small grants to over 700 national and local civil society organizations.[12] The seventh phase (2011-2012) of the project was launched by OHCHR and UNDP in April 2011 and is focused in particular on support for activities which counter discrimination on any ground and in regard to any group, in line with one of the six thematic priorities of OHCHR for the biennium 2010-2011. In 2011, OHCHR and UNDP will award grants in 14 countries.[13]

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[11] For more complete information, see *OHCHR Report 2010*, available from www2.ohchr.org/english/ohchrreport2010/web_version/ohchr_report2010_web/index.html#/home.

[12] See www2.ohchr.org/english/issues/education/training/act.htm.

[13] Cameroon, Cape Verde, Central African Republic, Djibouti, Ecuador, the former Yugoslav Republic of Macedonia, Iraq, Kosovo, Mauritania, Republic of Moldova, Senegal, Togo, Uganda and Uruguay.

III. United Nations Declaration on Human Rights Education and Training

31. During the reporting period, OHCHR continued to facilitate the initiative of the Human Rights Council, led by the Platform for Human Rights Education and Training,[14] to develop a United Nations declaration on human rights education and training. This initiative was launched in September 2007 by the Human Rights Council in resolution 6/10, by which it requested the Human Rights Council Advisory Committee to prepare the draft. Between August 2008 and January 2010, a drafting group of the Advisory Committee worked on its development, and a draft declaration was transmitted by the Advisory Committee to the Council for consideration at its thirteenth session, in accordance with both Council resolution 6/10 and resolution 10/28.[15]

32. The draft declaration transmitted by the Advisory Committee was discussed at a high-level meeting of the Council, held during its thirteenth session. The Council, by resolution 13/15, decided to establish an open-ended intergovernmental working group which would meet for a maximum of five working days prior to its sixteenth session to negotiate, finalize and submit to the Council the draft declaration on the basis of the draft submitted by the Advisory Committee.

33. Prior to the convening of the working group, the Platform for Human Rights Education and Training held, on 24 June, 3 September and 14 December 2010, open-ended informal consultations on the text submitted by the Advisory Committee, which it subsequently revised.

34. The working group, for which OHCHR provided the secretariat, met in Geneva from 10 to 14 January 2011 to negotiate and finalize the draft United Nations declaration, which it adopted and transmitted to the Human Rights Council for consideration at its sixteenth session.[16] The Council, by resolution 16/1 of 23 March, adopted the United Nations Declaration on Human Rights Education and Training and recommended it for adoption by the General Assembly.[17]

35. The Declaration defines human rights education and training as "all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing to, inter alia, the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights" (art. 2.1).

36. Civil society contributed to the drafting process by providing written input, delivering written and oral statements during the Council's sessions, and

[14] The Platform for Human Rights Education and Training is an informal, cross-regional governmental group consisting of Costa Rica, Italy, Morocco, the Philippines, Senegal, Slovenia and Switzerland.

[15] See the report of the Advisory Committee on its fourth session (A/HRC/AC/4/4), recommendation 4/2.

[16] See also the report of the open-ended working group (A/HRC/WG.9/1/3).

[17] The text of the Declaration as adopted by the Council is contained in the annex to resolution 16/1.

participating, inter alia, in the three informal consultations and meetings of the open-ended working group. The Geneva-based CONGO Working Group on Human Rights Education and Learning organized two panel discussions of the draft declaration, in parallel with the thirteenth and sixteenth sessions of the Council (on 17 March 2010 and 11 March 2011, respectively), which brought together representatives of sponsoring Governments, national human rights institutions, academia and non-governmental organizations active in the area of human rights education.

37. The Office of the High Commissioner has developed a web page dedicated to the United Nations Declaration on Human Rights Education and Training. The web page[18] will be updated to reflect the consideration of the Declaration by the General Assembly at its sixty-sixth session.

IV. Conclusions

38. In follow-up to the International Year of Human Rights Learning which commenced on 10 December 2008, many efforts have been devoted internationally to human rights education and learning. This reflects a growing interest in human rights education and learning among governmental bodies, national human rights institutions, intergovernmental organizations and civil society actors. The synergy among such international initiatives as the International Year of Human Rights Learning, the World Programme for Human Rights Education and the United Nations Declaration on Human Rights Education and Training has stimulated overall progress in human rights education and learning, including the development of national strategies, an expansion of national, regional and international cooperation, a greater number of information-sharing resources and methodological tools and an increased commitment by Governments at the international level, which can have a positive impact on the sustainability of national efforts.

[18] http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm.

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Social development: implementation of the outcome of the World Summit for Social Development and of the twenty-fourth special session of the General Assembly

World social situation 2011: the global social crisis

Report of the Secretary-General**

Summary

During 2008-2009, the world experienced its worst financial and economic crisis since the Great Depression of the 1930s. The crisis followed the effects of food and fuel price hikes in 2007 and 2008. The *Report on the World Social Situation 2011: The Global Social Crisis* reviews the ongoing adverse social consequences of the crisis, after providing an overview of its causes and transmission. While a deeper, more prolonged global recession has been averted through coordinated stimulus measures, the recovery is fragile and uneven. The economic slowdown has reduced social spending in most developing countries, while the turn towards fiscal austerity has undermined social spending in developed countries, as well as threatening nascent recovery.

* A/66/150.

** The present document contains an overview of the *Report on the World Social Situation 2011* and presents some conclusions and recommendations of the Secretary-General. The full report will be issued later in the year as a United Nations sales publication.

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The report points to the rapid rise in unemployment and vulnerability, especially in developing countries without comprehensive social protection in the wake of the global economic crisis. Tens of millions fell into, or were trapped in, extreme poverty because of the global crisis, while the number of people living in hunger in the world rose to over 1 billion in 2009, the highest on record. The report strongly underscores important lessons learned from national responses to the global crisis, the importance of inclusive social policies and the need for universal social protection. A key conclusion is that countries need to be able to pursue counter-cyclical policies in a consistent manner. The second key lesson is that countries with a social protection system were able to avoid the worst social impact and recover much faster. This highlights the need to make universal social protection systems and active labour market programmes permanent, not merely temporary, components of national crisis response. Finally, social policy considerations, especially productive employment, should be given greater importance within macroeconomic policy, rather than being viewed as residual assistance to poor people and disadvantaged groups.

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I. Introduction

1. The global economic downturn has had wide-ranging negative social outcomes and has impeded progress towards achieving the internationally agreed development goals, including the Millennium Development Goals. Given the fragility of the economic recovery and uneven progress in major economies, social conditions are expected to recover only slowly. The increased levels of poverty, hunger and unemployment will continue to affect billions for years to come.

II. Beyond recovery: addressing the social crisis

2. During the period 2008-2009, the world suffered the worst financial and economic crisis since the Great Depression of the 1930s. The rapid global economic downturn severely disrupted economic growth worldwide and caused significant setbacks in the progress made towards achieving the Millennium Development Goals and other internationally agreed development goals. According to United Nations estimates, the annual growth rate in global output fell from about 4 per cent during the period 2006-2007 to 1.6 per cent in 2008; the rate of growth in output dropped even further — to -2 per cent — in 2009, when 95 countries experienced declines in average per capita income.

3. Unemployment rose sharply; 205 million people were unemployed in 2009, compared with 178 million in 2007. According to the most recent estimates by the International Labour Organization,[1] global unemployment remained high and unchanged in 2010. Increased unemployment has been the dominant social impact of the crisis in developed economies, but the employment situation in developing countries has been less obvious. While the informal economy and peasant agricultural sector have absorbed much of the impact of formal sector job losses, much larger numbers of workers are now subject to more vulnerable employment conditions in developing countries.

4. The loss of jobs means not only loss of incomes but also an increase in vulnerability, especially in developing countries without comprehensive social protection. Various estimates suggest that between 47 million and 84 million people fell into, or were trapped in, extreme poverty because of the global crisis.[2] The global financial crisis began to unfold immediately after food and fuel prices had risen sharply. As a result, the number of people living in hunger in the world rose to more than 1 billion in 2009, the highest on record.

5. Although the financial crisis did not originate in developing countries, their economies, especially those more integrated into international financial markets, were not immune to the financial turmoil. The impact was transmitted through a variety of channels, including collapsing trade and commodity prices, capital flow reversals, higher costs of borrowing, declining remittance income and strains on

[1] International Labour Organization, *Global Employment Trends 2011: The Challenge of a Jobs Recovery* (Geneva, International Labour Office, 2011).

[2] These estimates refer to people living on less than $1.25 per day and are similar to those of the World Bank, which estimated that about 64 million additional people had become poor by 2010 compared with the situation that would have existed had the crisis not taken place. See World Bank and International Monetary Fund, *Global Monitoring Report 2010: The MDGs after the Crisis* (Washington, D.C., World Bank, 2010).

official development assistance. Countries were affected to different degrees, depending on their economic structure and vulnerability to shocks.

6. The impact of the crisis was further influenced by the capacity of Governments to cope with and counteract its consequences, which has depended on the efficiency and strength of their counter-cyclical macroeconomic policy mechanisms, social protection systems, regulatory frameworks, governance structures and political stability. These factors, in turn, influenced how different social groups have been affected by the crisis. The poorest countries have become the most vulnerable to the vicissitudes of the global economy and are generally heavily dependent on external finance, including aid, and trade. Their foreign exchange earnings and Government revenue tend to rely on only a few commodities, and, with little fiscal space, they have weak social protection systems.

7. A key conclusion of the present report is that countries need to be able to pursue counter-cyclical policies in a consistent manner. Such policy space should be enabled by changing the fundamental orientation and nature of policy prescriptions that international organizations impose on countries as conditions for assistance. International financial institutions — despite having declared changes in their policy prescriptions — continue to attach pro-cyclical conditions to the financial assistance packages they extend to countries in need and have paid insufficient attention to the social implications of such policies.

8. The relative success of some Asian and Latin American Governments in mitigating the economic and social impacts of the recent crisis strongly underscores the need for Governments to be consistently counter-cyclical and the wisdom of conserving fiscal resources during boom periods to support counter-cyclical measures in times of need. In fact, universal social protection systems and active labour market programmes should become permanent measures, not merely temporary components of national crisis response.

9. It is essential that Governments take into account the likely social implications of their economic policies. It has been shown time and again that economic policies considered in isolation from their social consequences can have dire outcomes for nutrition, health and education, which, in turn, adversely affect long-term economic growth. The disconnect between economic policies and their social consequences can create a vicious circle of slow growth and poor social progress.

Box 1
Blinding optimism

The current global financial and economic crisis came almost as a surprise to many international organizations. For example, the International Monetary Fund (IMF), which monitors global macrofinancial developments, maintained an optimistic view; it took some time for IMF to realize that the crisis would soon engulf the whole world. A month before the first tremors of the sub-prime mortgage crisis in the United States of America were felt, IMF noted: "The strong global expansion is continuing, and projections for global growth in both 2007 and 2008 have been revised up."[2]

Furthermore, this failing has been acknowledged by the Independent Evaluation Office of IMF. Even as late as April 2007, the IMF banner message was one of continued optimism within a prevailing benign global environment. Staff reports and other IMF documents pointed to a positive near-term outlook and fundamentally sound financial market conditions. Only after the eruption of financial turbulence did IMF adopt a more cautionary tone, in the October 2007 editions of *World Economic Outlook* and *Global Financial Stability Report*.[b]

Other leading organizations also failed to see the crisis coming. For example, three months before the implosion of the financial sector began with the sub-prime market collapse in the United States of America in August 2007, the Organization for Economic Cooperation and Development (OECD) took the view that the slowdown in the United States "was not heralding a period of worldwide economic weakness, unlike, for instance, in 2001. Rather a 'smooth' rebalancing was to be expected, with Europe taking over the baton from the United States in driving OECD growth. ... Our central forecast remains indeed quite benign: a soft landing in the United States, a strong and sustained recovery in Europe, a solid trajectory in Japan and buoyant activity in China and India."[c]

There was no credible reason for such exuberant optimism. Aside from the Bank for International Settlements, the United Nations was the only international organization which raised concerns. In its publication *World Economic Situation and Prospects 2006*, the United Nations issued the following warning: "The possibility of a disorderly adjustment of the widening macroeconomic imbalances of the major economies is a major risk which could harm the stability and growth of the world economy. ... A reversal in house prices ... will heighten the risk of default and could trigger bank crises. ... A sharp fall in house prices in one of the major economies could, then, precipitate an abrupt and destabilizing adjustment of the global imbalances."[d]

The United Nations not only correctly analysed the underlying risks for the global economy, but also made more realistic projections for growth in 2009. When, in November 2009, IMF was projecting global growth of 2.2 per cent for 2009, the United Nations projected a baseline growth rate of 0.9 per cent. As it turned out, the global economy contracted by -2.0 per cent in 2009.

[a] International Monetary Fund, *World Economic Outlook Update* (Washington, D.C., July, 2007).

[b] Independent Evaluation Office of the International Monetary Fund, *IMF Performance in the Run-Up to the Financial and Economic Crisis: IMF Surveillance in 2004-07* (Washington, D.C., International Monetary Fund, 2011).

[c] Organization for Economic Cooperation and Development, *OECD Economic Outlook*, vol. 2007/1 (Paris, 2007).

[d] United Nations, *World Economic Situation and Prospects 2006* (United Nations publication, Sales No. E.06.II.C.2).

III. The continuing social crisis

10. The full impact of the financial and economic crisis on social progress in areas such as education and health are not immediately discernible and will become fully evident only over time. However, initial estimates show that the effects have been sharp, widespread and deep. Given the fragility of the economic recovery and uneven progress in major economies, social conditions are expected to recover only slowly. The increased levels of poverty, hunger and unemployment due to the global crisis will continue to affect billions of people in many developed and developing countries for years to come.

11. Meanwhile, austerity measures in response to high Government debt in some advanced economies, such as Greece and Spain, are not only threatening public sector employment and social expenditure, but also making the recovery more uncertain and fragile. Increased pressure for fiscal consolidation and new pressures in response to such debt have severely limited fiscal and policy space in developed economies, restricting their options as the crisis continues. Many developing countries, especially those under International Monetary Fund (IMF) programmes, are also coming under pressure to cut public expenditure and undertake austerity measures.

12. Although the massive stimulus packages adopted by major economies were able to halt the downslide and thus prevent a prolonged recession, in many cases the recovery has been job-poor, with unemployment and underemployment remaining at unacceptably high levels. Evidence from recent recessions suggests that the lag between output and employment recovery has grown. The longer term adverse employment consequences of the current crisis are already visible and, in most countries, youth unemployment has reached alarming levels. In developed as well as developing countries, unemployment and underemployment rates are very high among young people 15 to 24 years of age: at the end of 2009, there were an estimated 79 million unemployed young people, and the rate of youth unemployment stood at 13.0 per cent globally.

13. Structural or long-term unemployment has increased significantly in most developed countries since 2007. For example, the number of workers unemployed for 27 weeks or more in the United States of America rose at an alarming pace during 2010; approximately half of workers without jobs have been unemployed for at least half a year. The unemployment situation is equally worrisome in many European countries.

14. In developing countries, most job losses have occurred in the dynamic export sectors. Of great concern have been the rise in vulnerable employment and the number of working poor, as people who lost their jobs in the formal economy have increasingly moved to the informal economy where jobs are poorly paid and offer little or no protection.

15. Labour market conditions in developing countries are expected to remain a challenge for at least two reasons. First, most of the 47 million new workers who enter labour markets worldwide each year are searching for jobs in developing countries. According to the United Nations,[3] an estimated 51 million additional jobs

[3] United Nations, *World Economic Situation and Prospects 2010* (United Nations publication, Sales No. E.10.II.C.2).

will be needed in Asia alone to absorb the growing labour force during the period 2010-2011. Second, as in developed countries, employment creation in the formal and industrial sectors in developing countries is expected to lag behind output recovery. For example, in the aftermath of the 1997-1998 Asian financial crisis the process of job recovery took at least three years. Given the global nature of the current crisis, job recovery may take even longer.

16. The global economic downturn has had wide-ranging negative social outcomes for individuals, families, communities and societies. Poverty and unemployment have been linked to crime, gender-based violence, substance abuse and manifestations of mental illness, including depression and suicide. During times of financial and economic crisis, households often adopt coping strategies, such as making changes in household expenditure patterns; however, these can negatively influence education, health and nutrition outcomes, which may lead to lifelong deficits for the children affected and thus perpetuate intergenerational poverty.

17. The impact of volatile and high food prices, diminishing incomes and rising unemployment are slowing progress towards reducing hunger and improving nutrition. The sharp rise in global food and energy prices in 2007 and 2008 further undermined the welfare of the world's poor, forcing more families to rely on underfunded public food assistance programmes, skip meals, consume less or substitute nutritious foods with cheaper, less healthful alternatives. Food-importing countries saw their import bills increase as a result of higher prices and higher transport energy costs passed on to consumers.[4]

18. Food prices started rising once again in 2009, primarily because of persistent problems with global food production and supply, exacerbated by the demand for biofuel production and greater speculation in commodity futures and options markets. The continuing food crisis has serious implications for political and social stability in poor food-importing countries. Outbreaks of food riots have been related to the continued impacts of high food prices on the poor and other vulnerable groups. The Food and Agriculture Organization of the United Nations recently warned of a "worrying rise" in food prices which would affect millions of people, following unexpected shortfalls in major cereals caused by bad weather, floods and fires in 2010.

Box 2
The social pathology of crises

The full social impacts of economic crises, especially on public health and education, become known only after a long gestation period. However, one can draw lessons from past financial and economic crises, such as the Great Depression of the 1930s and the 1997-1998 Asian financial crisis. For example, a 30 per cent drop in income between 1929 and 1932 led to a 40 per cent rise in suicide rates and a 10 per cent rise in deaths from all causes in the United States of America.[a] Similarly, between 1997 and 1998, suicide rates among males rose by 39 per cent in Japan, 44 per cent in Hong Kong, China, and 45 per cent in the Republic

[4] Anuradha Mittal, "The 2008 food price crisis: rethinking food security policies", G-24 Discussion Paper Series, No. 56 (Geneva, United Nations Conference on Trade and Development, 2009).

of Korea. Suicide rates among males also rose in Thailand. In Hong Kong, China, Japan and the Republic of Korea, the economic crisis was associated with 10,400 more suicides in 1998 than in 1997. After the collapse of the Union of Soviet Socialist Republics, life expectancy there fell steeply, and it fell again with the rouble crisis of 1998.[b]

Economic downturns have also produced adverse impacts on public health. M. Harvey Brenner[c] found that economic downturns were associated with increased mortality from heart disease in New York State and in the United States in general over the period from 1900 to 1967. Short-term increases in alcohol consumption at least partly reflect the social-psychological stresses related to economic recession.[d] If an economic recession is prolonged, increased alcoholism is likely to lead to increased mortality due to liver cirrhosis, as Brenner[e] found was the case in England and Wales during the period from 1936 to 1976.

Adverse health effects are higher in the lower socio-economic levels, in households without economic security. Lack of economic security is often stressful: social and family structures break down, and habits harmful to health are adopted. These effects may be manifested in psychopathological events, such as suicide, or, after a time lag of a few years, in chronic disease. Brenner's findings are consistent with those of David Dooley, Ralph Catalano and Georjeanna Wilson,[f] who found that losing a job leads, in the short term (a year or less), to increased symptoms of depression. They also cite evidence of increased alcohol abuse among those who have lost their jobs.

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[a] David Stuckler and others, "The public health effect of economic crises and alternative policy responses in Europe: an empirical analysis", in *The Lancet*, vol. 374, No. 9686 (2009); David Stuckler and others, "The health implications of financial crisis: a review of the evidence", in *The Ulster Medical Journal*, vol. 78, No. 3 (2009).

[b] Shu-Sen Chang and others, "Was the economic crisis 1997-1998 responsible for rising suicide rates in East/Southeast Asia? a time-trend analysis for Japan, Hong Kong, South Korea, Taiwan, Singapore and Thailand", in *Social Science and Medicine*, vol. 68, No. 7 (2009).

[c] M. Harvey Brenner, "Economic changes and heart disease mortality", in *American Journal of Public Health*, vol. 61, No. 3 (1971).

[d] M. Harvey Brenner, "Trends in alcohol consumption and associated illnesses: some effects of economic changes", in *American Journal of Public Health*, vol. 65, No. 12 (1975).

[e] M. Harvey Brenner, "Mortality and the national economy", in *The Lancet*, vol. 314, No. 8142 (1979).

[f] David Dooley, Ralph Catalano and Georjeanna Wilson, "Depression and unemployment: panel findings from the Epidemiologic Catchment Area study", in *American Journal of Community Psychology*, vol. 22, No. 6 (1994).

IV. Addressing the crisis: the way forward

A. Role of Government

19. The initial multilateral response, in October 2008, to the financial crisis promised comprehensive approaches that emphasized cooperation and coordination.[5] As a result, many Government stimulus measures furnished the essential impetus to drive global recovery. However, as these stimulus measures have given way to fiscal austerity, there is the danger that Government-led recovery in some countries may stall or even be reversed. Given the continuing fragility of the economic recovery in many countries, it is imperative that policymakers resist pressures to cut spending too much and too soon if they are to avert the possibility of a relapse.

20. Counter-cyclical macroeconomic policy measures have clearly worked to mitigate the impacts of the crisis. Both the recession and its social impacts have been less severe than initially feared, thanks to the prompt policy responses by many countries, including emerging economies in the developing world. The International Labour Organization has estimated that counter-cyclical measures implemented by the Group of Twenty countries saved or created 21 million jobs in their economies.[6]

21. This highlights the importance of timely State intervention in response to a crisis. Yet, the sustainability of these policy responses has been threatened by exaggerated claims of the deleterious effects of the fiscal burdens and other related consequences that the crisis has imposed on Governments. Undoubtedly, the fiscal burdens on Governments have grown as the economic slowdown has reduced the fiscal revenues available in tandem with the contraction of tax bases. The primary cause of budgetary deficits is the decline in revenues associated with drastic output and income contractions, not stimulus measures and social spending. These declining tax revenues, combined with the increased need for social programmes, have exacerbated the impact of the crisis on social development.

22. The growing pressure for austerity measures, ostensibly for reasons of fiscal consolidation, is putting at risk social protection, public health and education programmes, as well as the economic recovery measures. Reductions in social expenditure are already taking place in many industrialized countries and in many developing countries as well. Governments must respond with caution to pressures for fiscal consolidation and austerity measures, lest they jeopardize the sustainability of the recovery. Continued support for stimulus and other recovery measures is needed to strengthen the momentum of output recovery and to protect the economic and social investments that underpin future growth.

23. More important, the responses to the crisis have not addressed its fundamental causes. For example, financial reform in major economies has not matched initial expectations and exposes the recovery to new abuses, excesses and vulnerabilities. There are signs that this is already happening. Progress in addressing other structural causes of the crisis has also been limited. For example, income

[5] United Nations, *World Economic Situation and Prospects 2009* (United Nations publication, Sales No. E.09.II.C.2).

[6] International Labour Organization and Organization for Economic Cooperation and Development, "Accelerating a job-rich recovery in G20 countries: building on experience", report to the Meeting of G20 Labour and Employment Ministers, Washington, D.C., 20 and 21 April 2010.

inequalities continue to grow, global rebalancing is limited and global demand remains depressed. The failure to address the root causes of the crisis will impede a sustainable recovery.

B. Focus on employment growth

24. Employment recovery clearly lags behind other indicators of economic recovery, and Governments must continue to focus stimulus measures on job growth. The lag in employment recovery underscores the challenge posed by the global financial and economic crisis for poverty eradication and the achievement of the Millennium Development Goals by 2015. Full and productive employment and decent work for all are critically important for poverty eradication and the achievement of the Goals. This was strongly emphasized shortly after the onset of the crisis by the Global Jobs Pact initiative, aimed at promoting a job-rich recovery.[7]

25. At the High-level Plenary Meeting of the sixty-fifth session of the General Assembly on the Millennium Development Goals, held in September 2010, the Assembly called attention to the importance of productive employment and decent work as crucial means to achieve the Goals. In particular, the expansion of decent employment opportunities enables the benefits of economic growth to reach the broader population.[8] Therefore, promoting a job-rich recovery will lay a solid foundation for realizing the goal of sustained, inclusive and equitable economic growth envisioned in the outcome document.[9]

26. However, the challenge of employment generation should not be underestimated, because the rate of economic growth needed to restore employment to pre-crisis levels must be sufficiently high both to compensate for the increases in the size of the working population and to increase productivity. In addition, this growth has to be employment-intensive and, for sustainability, must be driven by productivity growth. This means that there must be widespread structural change favouring the dynamic sectors of the economy.

27. Calls to enhance labour market flexibility, a condition which often encourages lower wages and degraded employment conditions, are touted as necessary to address rising unemployment levels.[10] However, this prescription of deregulating

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[7] In April 2009, the United Nations System Chief Executives Board for Coordination launched the "Global Jobs Pact" initiative aimed at focusing the attention of decision-makers on employment measures and decent work as the foundation for long-term recovery. The Global Jobs Pact includes a range of crisis-response measures that countries can adapt to their specific needs and situations. It is not a one-size-fits-all solution, but a portfolio of options based on successful examples, and is designed also to inform and support action at the multilateral level. The key components of the Global Jobs Pact are employment promotion and social protection.

[8] United Nations, *The Employment Imperative: Report on the World Social Situation 2007*, (United Nations publication, Sales No. E.07.IV.9).

[9] See General Assembly resolution 65/1, para. 23 (b).

[10] For example, in a recent Organization for Economic Cooperation and Development (OECD) working paper, Zuzana Brixiova argued: "More flexible labour markets will be a key adjustment mechanism during the recession as well as in the medium term" (see "Labour market flexibility in Estonia: what more can be done?", OECD Economics Department working paper No. 697 (2009)). Anis Chowdhury and Iyanatul Islam ("The Great Recession of 2008-2009 and labour market flexibility: which way now?", VoxEU commentary, 2009) referred to an article in *The*

the labour market overlooks three key considerations. First, countries with labour-friendly regulations are associated with lower wage inequality. Hence, regulations to protect labour rights lower inequality without imposing any significant loss in terms of output and employment.[11]

28. Second, the current discourse on labour market flexibility refers to a regime of employment at will, in which Governments impose no restrictions on hiring, firing or employment conditions. Hence, from this perspective, both employers and workers should be free to choose mutually convenient terms of employment. In reality, however, flexibility is meant only for employers. In good times, this may go unnoticed, but in bad times, when firms are allowed to cut wages or fire employees en masse to reduce costs, this flexibility for employers translates into insecurity for workers, especially in the absence of adequate universal social protection.

29. Third, the focus on labour market flexibility to cope with the global economic crisis runs the risk of impairing long-term growth potential if regulatory changes create an incentive structure in which workers respond by changing their collective behaviour to induce a low-pay, low-productivity trap.

30. There is an implicit normative message that any job is better than no job. Such a view discounts the value of improving job security. In the absence of formal risk-mitigation schemes, workers could be induced to readily accept low-productivity jobs at low wages. This could propel an economy into a low-wage, low-productivity trap, with "bad" jobs driving out good jobs.

31. A high turnover of workers induced by greater labour market flexibility might also reduce incentives for insecure workers to acquire training that would enhance labour productivity. In the absence of job security and legal protection, workers pay a premium (in the form of low wages and willingness to accept any job) to employers to reduce the risk of being unemployed. In such circumstances, the imposition of higher labour standards and various risk-mitigation schemes could be both efficient (leading an economy towards a high productivity, high wage equilibrium) and equitable (enabling vulnerable workers to cope with labour market risks).

Economist ("When jobs disappear", 12 March 2009), noting that the publication had pinned its hopes on a renewed commitment to global labour market flexibility to cope with worldwide job losses and accelerate employment-led recovery. They quoted the World Bank as suggesting that overly stringent employment protection laws constrained firm hiring and led to sub-optimal levels of employment, a feature particularly important during economic downturns, adding that, in fact, many believed that the financial crisis-induced recession provided an opportunity to dismantle labour market regulations. For example, a former finance minister and foreign minister of Chile had argued that the economic crisis provided opportunities to remove labour market protection, and had stated: "Labour reform is always politically contentious, but the current crisis, by illustrating the dangers of ignoring necessary long-term reforms, has made it easier to reach consensus on the need for action." (Alejandro Foxley, "Recovery: the global financial crisis and middle-income countries", Washington, D.C., Carnegie Endowment for International Peace, 2009).

[11] Richard B. Freeman, "Labor market institutions around the world", NBER working paper No. 13242 (Cambridge, Massachusetts, National Bureau of Economic Research, 2007).

C. Need for social protection

32. The devastating impact of the crisis on so many people underscores the dynamic and multidimensional nature of poverty and the critical importance of social protection for reducing vulnerability. Countries that have social protection systems are more capable of mitigating the negative impacts of shocks and preventing people from falling deeper into poverty. Social protection measures can also help regenerate economic activities and livelihoods.[12]

33. In the long term, social protection can help individuals and families build human and social resources, among other assets, and improve their livelihood prospects,[13] thereby reducing poverty and unleashing the productive potential of the workforce. Therefore, social protection should not be viewed as a temporary measure to cushion the impact of a crisis, but rather as an ongoing investment to promote sustained, inclusive and equitable economic growth. If social expenditures are allowed to decline in the wake of the crisis, such a situation is likely to exacerbate and prolong its adverse impacts on, for example, levels of malnutrition, school dropout rates and long-term unemployment.

34. Universal access to basic social protection and social services is necessary to break the cycle of poverty and reduce inequality and social exclusion. A basic social protection floor is affordable; its benefits need to be weighed against the potentially high human, social and economic costs of not investing in social protection. Without schemes that ensure access to health care, adequate levels of nutrition and social stability, a country cannot unlock its full human, economic and productive potential. A human rights-based development strategy must advance the full realization of social and economic rights, and should also, for example, advance and protect gains in social development during times of crisis. The right to social security, set out in the Universal Declaration of Human Rights, requires universal social protection to ensure the basic well-being of all individuals, including people living in poverty and those at risk of becoming poor.

D. Poverty and food security

35. The effects of the current financial and economic crisis were compounded by food-price hikes in 2007 and 2008. With global food production growing more slowly and foodstuffs increasingly used to produce animal feed and biofuels, it is highly unlikely that there will be an early return to the preceding period of declining food prices. Recent supply problems attributed to weather, fires and floods have also exacerbated uncertainties. The food-price hikes were due in part to speculation in the commodities markets as financial investors fled traditional financial markets. Clearly, higher food prices have adversely affected efforts to reduce poverty and hunger.

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[12] Social protection, which typically consists of social insurance, social assistance, including universal tax-financed transfers, and protective labour market regulations, also functions as an automatic stabilizer through business cycles and supports economic growth.

[13] For example, Bolsa Familia, a conditional cash-transfer programme in Brazil, has improved the education, nutrition and health of beneficiary families. See International Labour Office, "Bolsa Familia in Brazil: context, concept and impacts" (Geneva, 2009).

36. Fundamental problems in the global food production and trading system must be addressed to ensure sustained food security. Developing countries need to shift from predominantly export-oriented agricultural policies to policies that strengthen domestic food production, the better to meet local needs for affordable food and to cushion the impact of international price shocks. Such a shift presupposes a stronger supportive role for the State, improved international cooperation and greater investment in food and agricultural development, with priority for small-scale farming and sustainable environmental resource management.

V. Rethinking social policy

37. The crisis offers an opportunity to rethink the role of social policy and social investment by transforming policy responses to the crisis into opportunities to strengthen social development and to achieve more sustained, inclusive and equitable development. It presents an opportunity to reshape the global economic, social and development agenda. There is a renewed realization that social policy considerations, especially productive employment, should be given greater importance within macroeconomic policy, rather than being viewed as residual assistance to poor people and disadvantaged groups who have been adversely affected by macroeconomic policies aimed only at lowering inflation or eliminating budget deficits.

38. The economic crisis has served as a reminder that it is essential for people to be healthy, educated, adequately housed and well fed in order to be more productive and better able to contribute to society. In other words, social policy in general, as well as measures to end poverty in all its dimensions, should be an integral part of macroeconomic policy to promote development. Approaches to poverty reduction should therefore be developmental and holistic, integrating economic and social policies to achieve people-centred development outcomes.

39. In the context of the crisis, a job-rich recovery requires the incorporation of social objectives into economic recovery strategies and policies. In fact, macroeconomic policy measures to promote sustained recovery should support policies for employment growth and poverty eradication. Social investments should be accorded priority in recovery strategies and development policies.

40. Social investment invariably contributes to long-term growth and development. In developing countries, increasing expenditure to expand social protection and improve access to education and health services will help ensure more inclusive development with stronger domestic demand and establish a more solid foundation for future growth.

41. The crisis also provides an opportunity to re-examine approaches to social policy. The fact that populations in rich and poor countries alike have been negatively affected by the global food, financial and economic crises underscores the case for a universal approach to social policy that does not focus only on people already in poverty. Universal social provisioning should be the goal of social policymaking. This will also ensure support that is broader and more sustained than that provided through narrowly targeted policy measures which risk the significant, albeit inadvertent, exclusion of many of the deserving.

42. The Social Protection Floor Initiative promotes universal access to essential social transfers and services.[14] More than 75 per cent of the global population do not enjoy social guarantees that would enable them to cope with livelihood risks. Ensuring a social protection floor for people struggling to survive should be a necessary first step in addressing the multifaceted nature of poverty. This may require special, targeted measures — within the commitment to universal provisioning — to ensure that the most vulnerable are reached.

43. For many poor developing countries, such programmes would require at least medium-term support from the international community. Ensuring a social protection floor for the entire global population represents a considerable challenge, but various United Nations agencies have shown that a basic floor of social transfers is affordable in all countries at virtually any stage of economic development.

44. History has shown that, during moments of crisis leading to social and political unrest, strong political leadership can be the key factor in realizing important social change. The current crisis offers such a window of opportunity for achieving social progress: it is important to seize the opportunity to pioneer initiatives that will make universal social protection a reality.

VI. Conclusions and recommendations

45. **Over the period 2008-2009, the world experienced its worst financial and economic crisis since the Great Depression. Since then, the global economy has bounced back, but the recovery has been uneven and remains fragile, with ongoing social consequences. The rapid rise in unemployment triggered an increase in vulnerability in developing countries without comprehensive social protection. The economic crisis was exacerbated by the effects of food and fuel prices. The multiple crises set back the progress that many countries had made towards achieving the Millennium Development Goals. Countries which responded with counter-cyclical policies and had social protection systems as well as active labour market programmes were able to recover early and to avoid some of the worst social outcomes. Given the fragility of the economic recovery, rising food and energy prices and the uneven progress in many countries, social conditions are expected to recover only slowly.**

46. **The General Assembly may wish to consider the following recommendations:**

(a) **Governments are encouraged to pursue counter-cyclical policies in a consistent manner — during both economic upswings and downswings — in order to stabilize income and employment as well as to protect the gains made. Policy space should be created by changing the fundamental orientation and nature of policy prescriptions, and by enhancing fiscal space. This may require budget support from the international community without policy or programme conditionality;**

(b) **Governments need to take into account the likely social implications of their economic policies. Economic policies considered in isolation from their**

[14] International Labour Office, *Social Security for Social Justice and a Fair Globalization* (Geneva, 2011).

social consequences can have serious consequences for poverty, employment, nutrition, health and education, which in turn adversely affect long-term sustainable development;

(c) Universal social protection systems and active employment programmes should become permanent features of national crisis response measures in order to avoid delays in responding to economic downturns and other shocks, such as disasters, and to make those systems and programmes cost-effective. This is particularly urgent in view of the increased economic insecurity due to globalization and climate change;

(d) Social investments should be accorded priority in recovery strategies and development policies. Increasing expenditures to expand social protection and improve access to education and health services will help ensure more inclusive development with stronger domestic demand and a more solid foundation for future growth.